



School Effectiveness Division

Professional Development and Technical Assistance Catalog

Spring 2006



School Effectiveness Division Professional Development and Technical Assistance Catalog

Arizona Department of
Education

Welcome to the School Effectiveness Professional Development/ Technical Assistance Catalog!

Dear Educators,

The School Effectiveness Division within the Arizona Department of Education provides support and assistance to local education agencies in their school improvement efforts. This division provides professional development, technical assistance, and resources focused on increasing student achievement and promoting excellence in public education.

The work of the division focuses on 1) Leadership; 2) Curriculum, Instruction, and Professional Development; 3) Assessment; and 4) School Culture, Climate, and Communication, the four standards defined by *Arizona's Standards and Rubrics for School Improvement*. The division's programs include:

- Professional development opportunities to implement research-based practices in a standards-based system;
- Technical assistance to schools who are committed to a process of continuous school improvement;
- Technical assistance in the implementation of statute, policy, and state and federally funded grant programs;
- Administration and implementation of particular federal grants and state initiatives;
- Online resources and support for the integration of technology to promote research-based instructional methods that can be widely distributed and replicated;
- Original applied research including the identification, evaluation, and sharing of critical information and best practices in public education.

This catalog provides a description of available offerings. For more specific details regarding individual events and registration information please visit the ADE website calendar of events.

Thank you for your dedication and hard work in making quality education a reality for all children.

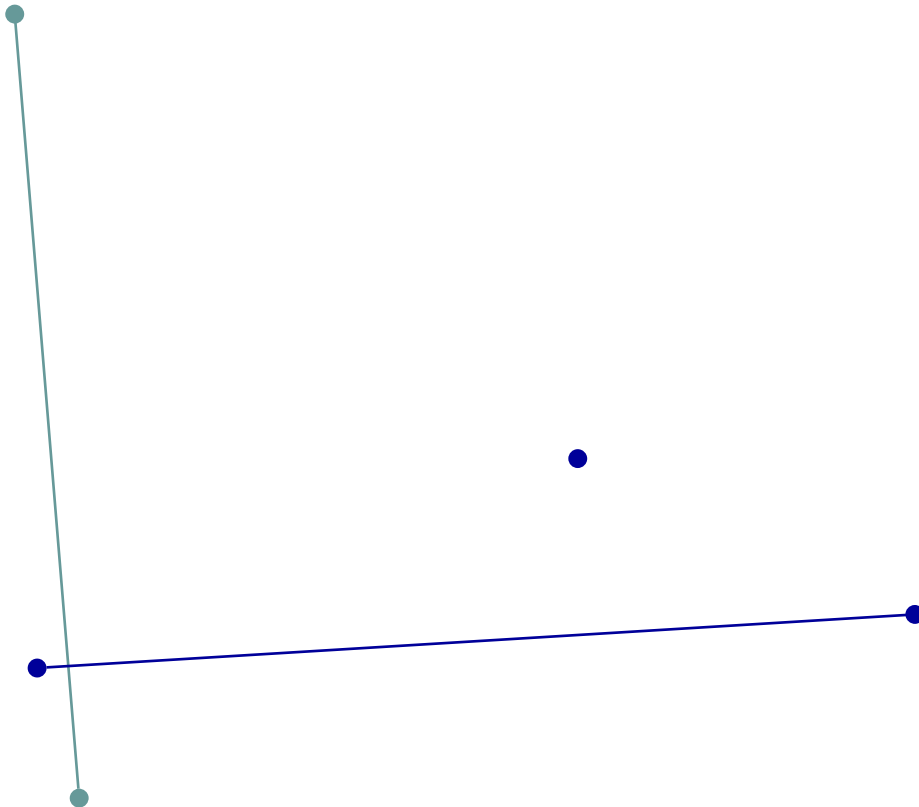
Sincerely,



Phyllis Schwartz
Associate Superintendent, School Effectiveness Division

Interactive Catalog Features

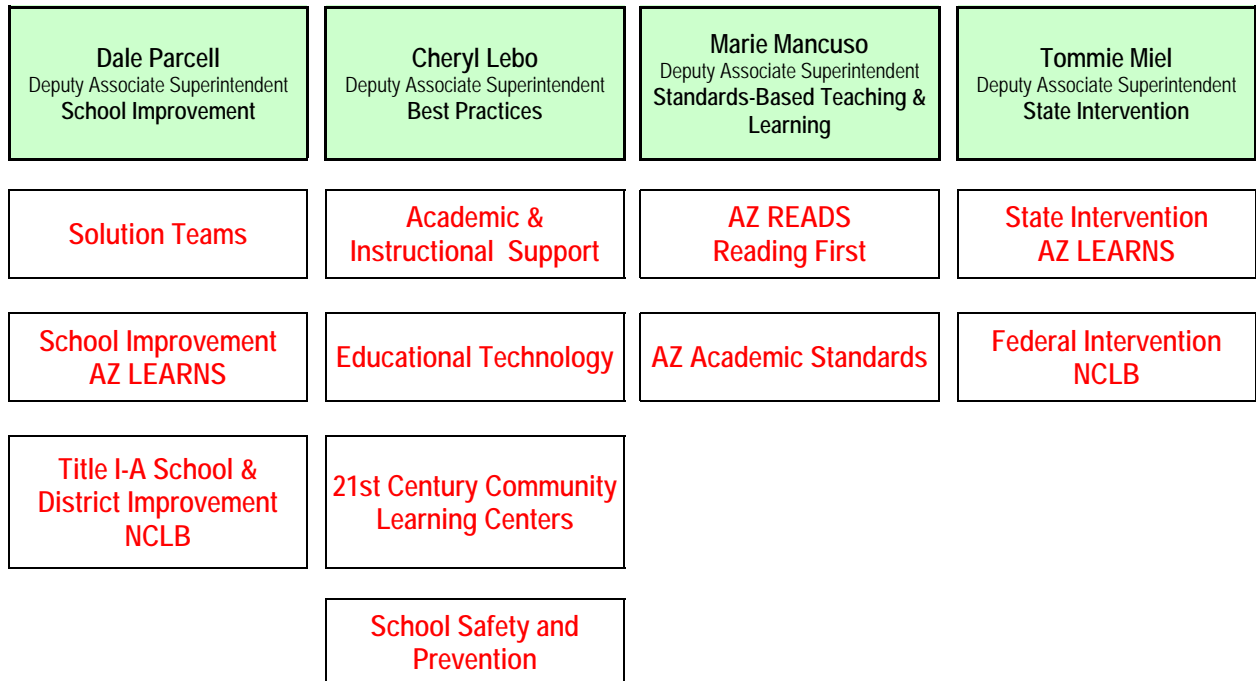
When utilizing this catalog, please note that many items are interactive. By clicking on conference titles, contact names, or the table of contents, you will be provided with future conference information, registration capabilities, the ability to quickly move throughout pages, or email templates. Please use these features to save time when choosing future professional development opportunities.



ARIZONA DEPARTMENT OF EDUCATION

SCHOOL EFFECTIVENESS DIVISION

Phyllis Schwartz
Associate Superintendent



“Contemporary professional learning is results-driven, standards-based, and job embedded.”

NSDC Standards for Performance Development

The School Effectiveness Division recognizes the need for highly qualified instructional leaders and classroom teachers to support student achievement. The Division adheres to the principles and standards for professional development set forth by the US Department of Education and the National Staff Development Council.

Principles of High Quality Professional Development

US Department of Education

- Focuses on teachers as central to student learning, yet includes all other members of the school community.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is planned collaboratively by those who will participate in and facilitate that development.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Purposes of Professional Development for Classroom Implications

National Staff Development Council; Designing Professional Development for Teachers

- **Developing awareness** builds knowledge and awareness in new content or approaches.
Strategies: professional networks, demonstration lessons, and study groups
- **Building knowledge** provides opportunities for teachers to develop knowledge and pedagogical practice.
Strategies: case discussions, immersion experiences, workshops, technology for professional development, and partnerships with specialists in different fields like scientists or mathematicians
- **Translating knowledge into practice** draws on the teacher knowledge base to plan instruction and improve their teaching.
Strategies: coaching, mentoring, curriculum implementation, and demonstration lessons
- **Practicing teaching** is using a new approach, practice, or process with students.
Strategies: examining student work, lesson study, coaching, mentoring, and demonstration lessons
- **Deep reflection** engages teachers in examining their experiences in the classroom and assessing the impact of the changes they have made on their students which encourage teachers to reflect on their own practice.
Strategies: action research, study groups, lesson study, case discussions, and examining student work

The School Effectiveness Division recognizes that the professional development it sponsors must be viewed in the context of each district/school site in order for it to be effective. Although we can contribute to developing awareness, building content knowledge, and translating research into practice, professional development *will only have an impact on practice if there is on-going follow-up and follow-through at the local level*. Therefore, we encourage **districts and school leadership teams** to attend state sponsored professional development whenever possible.

School Effectiveness Division Professional Learning Goals

1. *Meet or exceed "High Quality Teacher" criteria set forth in the "No Child Left Behind" Arizona Plan.*
2. *Improve teacher effectiveness in all content disciplines of instruction based on national standards and the Arizona Academic Standards.*
3. *Implement best practices based on scientifically based research in the delivery of quality and comprehensive instruction.*
4. *Promote current assessment practices based on collected data (outcome and progress monitoring) about student learning.*
5. *Elevate the expertise of site-administrators to model instructional leadership and guide school reform.*
6. *Build content knowledge and appropriate use of vocabulary and terminology across all disciplines.*
7. *Develop teacher dialogue about teaching and learning guided by teacher inquiry (e.g., action research, study groups) about improved teaching practice.*
8. *Integrate technology and emerging technologies as an integral part of instruction.*
9. *Build capacity to analyze and evaluate standards-based instructional materials as they align to national and state standards and scientifically based research.*
10. *Promote policy that supports quality professional development and the support, time, and resources needed to improve teacher quality that will directly impact student achievement.*

Please Note: For the purposes of this catalog, a distinction between professional development and technical assistance is defined as follows:

Professional Development: Ongoing, intensive focus on deepening content knowledge/skills and/or instructional strategies to more effectively teach state standards and support school improvement efforts

Technical Assistance: (1) Providing support in relation to regulatory mandates (2) Monitoring, assistance and guidance in implementing strategies a school or district has gained through formal professional development

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ONLINE REGISTRATION

When accessing the Arizona Department of Education's online registration, available at: <http://www.ade.az.gov/online/registration/>, please note that individual professional development opportunities can be found based on the following color-coded abbreviations:

SE: School Effectiveness Division

SBTL: Standards Based Teaching and Learning

BP: Best Practices

SSP: School Safety and Prevention

SI: School Improvement

RF: Reading First

CE: Character Education

These abbreviations will assist when searching online for individual events.

Please note that this catalog contains events that may only be available at certain times of the year. Please use the contact information found within the catalog to obtain this information.

REGISTRATION INSTRUCTIONS

Registration for all events is completed through our online registration application. Once you have selected the professional development/ technical assistance opportunity you plan to attend please follow the steps below:

STEPS FOR REGISTERING FOR AN EVENT FROM CATALOG:

- Locate the event you would like to attend.
- Click on the title of the event
- If registration page is available, please read over the event description, and click on the blue and white “Register” icon located next to the time and date of the event. If registration is not available, please use the contact information to receive more information.
- Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.
- Once all fields are completed, press “Send” and print or write down the confirmation number located on the top of the page.
- BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.

STEPS FOR REGISTERING FOR AN EVENT FROM CALENDAR:

- Please visit our Calendar of Events, located at: <http://www.ade.az.gov/online/registration/calendar/RenderCalendar.asp>.
- Find the date for the event you would like to attend by using the calendar located in the upper right-hand corner of the page, and then scroll down the list of events for that day until you find the event you are interested in attending. If you do not know the date of the event, please click on “View Month” and scroll down the list of events. Click on “Choose and Continue” located to the right of the name of the event.
- After reading over the event description, click on the blue and white “Register” icon located next to the time and date of the event.
- Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.
- Once all fields are completed, press “Send” and print or write down the confirmation number located on the top of the page.
- BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.

PLEASE NOTE:

Registration confirmation numbers are required on the day of the event. Please use the contact information provided in the catalog if confirmation number is lost.

The Arizona Department of Education reserves the right to:

- Ask participants without confirmation numbers to wait until participants with confirmation numbers are processed.
- Allow all walk-in attendees or those who did not register online to participate only if materials and seats are available. Conference breakfast and lunch might not be provided.
- Charge a sliding fee of \$25.00, \$50.00, or \$75.00 for unregistered participants depending on the original cost of the conference.

SECTION ONE: PROFESSIONAL DEVELOPMENT LEADERSHIP

Leading Change Conference

SBTL

<p>INTENT: To build the capacity of teacher and administrator teams to lead change in: Curriculum, Instruction, and Professional Development; Assessment; and School Culture, Climate, and Communication.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors</p>	<p>DESCRIPTION: The activities and events at this four day conference will focus on strategies to change systems, structures, and behaviors in order to positively impact student learning. With collaborative efforts from WestEd's Huck Fitterer and Larry McBiles of the Arizona Foundation for Resource Education, each day will be structured to address one of Arizona's Standards for School Improvement.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> Define the characteristics of strong leadership focused on student learning Recognize the key stages of the change process Identify common barriers to change and strategies to overcome them Develop strategies to become a change agent Define the characteristics of high-functioning teams focused on student learning Develop a deeper understanding of Arizona's Standards for School Improvement Develop a plan that translates research into actions that will change systems, structures, and behaviors to improve student learning <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success."
Stephen R. Covey

SECTION ONE: PROFESSIONAL DEVELOPMENT LEADERSHIP

Arizona K-3 Reading Leadership Academy

SBTL

<p>INTENT: To establish a framework for the key components of an effective comprehensive reading program</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors</p>	<p>DESCRIPTION: This two-day leadership academy outlines the scientific research base of effective reading instruction and defines the components of an effective school improvement model for reading.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Understand the components of Arizona’s Reading Initiative,• Obtain the content outlined in consensus documents on reading instruction• Understand the connections between the core, supplemental and intervention programs that build comprehensive reading programs• Develop a clear understanding of the effective use of assessment data to make data-based instructional decisions and improve student achievement• Determine all the components of a comprehensive reading program as it relates to transferring the research into practice <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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ARIZONA FACT:
THE STATE TREE IS THE PALO VERDE. PALO VERDE MEANS “GREEN STICK.”

Teach For Success (T4S): Classroom Observation Protocol I

BP

<p>INTENT: Provide administrators and teachers with a research based framework that provides criteria and definitions in improving instructional practices.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: District leaders and school teams, including teachers, site leaders, and academic coaches— attending in teams is encouraged</p>	<p>DESCRIPTION:</p> <p>This two-day foundational institute by WestEd covers seven aspects of effective instruction in parallel sessions designed for teachers and for administrators. In addition to lecture, modeling, and discussion activities, participants practice utilizing the protocol to understand how it can guide their teaching and/or guide observing and analyzing classroom instruction.</p> <p>The T4S Foundational Institute is based on the <i>Teach for Success Classroom Observation Protocol</i>, a research-based framework that provides administrators and teachers with criteria and definitions to impartially discuss the process of teaching and how to improve classroom instructional practices. During the institute, teachers, academic coaches, and district and site leaders explore practices that have been found to enhance achievement for all students.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Apply research-based instructional practices needed to plan, deliver, and assess effective standards-based instruction • Understand a process to lead and sustain an organizational culture able to plan, deliver, and assess effective standards-based instruction • Classify the five supervisory messages to provide classroom teachers with specific feedback on their classroom practices. • Assess teacher classroom practices to determine the effectiveness of instruction • Develop common vocabulary and understanding of seven components of effective teaching <p>Contact: Oran Tkatchov Email: otkatch@ade.az.gov</p>
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Teach For Success (T4S): Classroom Observation Protocol II

BP

<p>INTENT: As a continuation of the T4S Classroom Observation Protocol, this academy provides more practice with the protocol and additional coaching techniques.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE/ ELIGIBLE ATTENDEES: District leaders and school teams, including teachers, site leaders, and academic coaches who have already attended T4S Classroom Observation Protocol I.</p> <p>Prerequisite: T4S Classroom Observation Protocol I</p>	<p>DESCRIPTION:</p> <p>The Teach for Success Classroom Observation Protocol is a research-based framework that district and school leadership can use to observe and analyze the quality of classroom practices and instruction to determine the professional development needs of the school staff members. Presented by WestEd, this two-day event is a continuation of the Classroom Observation Protocol, with emphasis placed on coaching teachers and extensive practice with the protocol.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Review the elements of the protocol • Practice utilizing the protocol to determine the professional development needs of the school • Maximize coaching opportunities for teachers success after observing their classroom practices <p>Contact: Oran Tkatchov Email: otkatch@ade.az.gov</p>
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LEADERSHIP

Standards and Rubrics for School Improvement: Building and Assessing Capacity for School Improvement

BP

INTENT: To help key district and/or school personnel learn to use the Arizona Department of Education's Standards and Rubrics for School Improvement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Campus-based or district-based leadership teams

DESCRIPTION:

This training, provided by Larry McBiles and staff, is designed to help key district and/or school personnel understand the intended use of the Arizona Department of Education's (ADE) "Standards and Rubrics for School Improvement" as a self-assessment tool that facilitates *continual, systemic, organizational improvement* leading to increased student achievement. This workshop is a specific response to many schools across the state requesting additional support and technical assistance on how this *newly-revised* instrument is to be used in light of current accountability requirements – *to reach higher levels of performance* no matter what their label may be.

OUTCOMES:

Participants will:

- Examine the instrument's design and organization as well as the rationale for its development
- Review the latest research about building internal capacity for continuous improvement within a school or district
- Analyze the concept of evidence-based evaluation and the importance of data sources and specific evidence to objectively assess and document a school's or district's achievement
- Formulate a specific plan for implementing a comprehensive self-assessment in their school or district

Contact: Oran Tkatchov

Email: otkatch@ade.az.gov

Determined to Succeed: Stories of School Improvement

BP

INTENT: To discover the potential for academic achievement by analyzing the success of schools with similar characteristics.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or teacher leaders who deliver standards-based professional development K– 8

DESCRIPTION:

This two-day conference will feature over 20 Arizona schools from different demographics that have made significant progress when compared to schools of similar characteristics. These schools will share strategies that have worked when faced with high student mobility, high populations of English Language Learners, and/or high poverty. School principals and teachers will tell their stories of providing quality education to specific student populations, as well as showcase examples of what has led to success in their school community.

OUTCOMES:

Participants will:

- Develop skills and strategies for specific student populations
- Recognize the characteristics of effective schools
- Identify best practices in after school programs
- Build collaboration with other Arizona schools with similar characteristics

Contact: Oran Tkatchov

Email: otkatch@ade.az.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Cross-Curricular Connections

SBTL

INTENT: To provide awareness of and strategies for designing and implementing reading and writing in the content areas of mathematics, science, and social studies.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Arizona educators who serve elementary students in K – 8

DESCRIPTION:

This training is an interactive, five-day learning opportunity for county, district or site level teams. Participants will explore the connection of reading and writing in content area (science, social studies, and math) instruction to maximize classroom time and ensure mastery of concepts designated by the Arizona Academic Standards. Day one is “Effective Collaboration: The Key to Designing and Delivering Effective Standards-Based Instruction” The collaboration training will incorporate the backward design model. Days two and three will include curriculum mapping, a review of academic standards and cross-curricular lessons with a concentration of diagnostic intervention and remediation in the classroom, scaffolding, lesson modeling, and lesson development. The final two days of the training will review/revisit collaboration, curriculum mapping, lesson planning, and lesson implementation. Examining Student Work Protocol will be introduced, modeled, and practiced. On the final day, participants will use the ESW Protocol with the site work for cross-curricular learning. The training is offered over a period of one semester in three sessions scheduled in a 1 day, 2 day, and 2 day format.

OUTCOMES:

Participants will:

- Understand and apply the power of collaboration
- Understand and apply backward design
- Understand and apply techniques of curricular mapping
- Understand and apply the cross-curricular aspect of lesson planning
- Understand and apply the ESW model to lessons and student work

Contact: Connie Haberer
Email: chabere@ade.az.gov

Teaching in a Standards-Based System

SBTL

INTENT: To introduce Arizona Articulated Standards, focusing on examining the framework, structure, and content, as well as the implications for school-wide change in promoting the implementation of the standards.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, school curriculum specialists, or lead teachers who deliver standards-based professional development

DESCRIPTION:

Participants will examine the background of Arizona’s standards-based system, the framework for developing the standards, and the elements of change in implementing them school- and district-wide. Each participant will leave with all the materials necessary to replicate this professional development so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the history and legislation of Arizona’s standards-based system
- Explore the framework and structure of the standards
- Identify cross-curricular implementation of the standards
- Understand the district, school, and classroom implementation of the standards

Contact: Connie Haberer
Email: chabere@ade.az.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Curriculum Mapping I: Creating a Blueprint for Teacher and Student Success

BP

INTENT: Provide an overview of the Arizona Standards, and the proven strategies for effectively mapping the curriculum.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Teacher leaders, principals, district specialists— school teams recommended

DESCRIPTION:

Standards are at the heart of today's rigorous accountability requirements. Standards define the high expectations for what teachers must teach and what students must learn. If students are to meet or exceed the state's academic standards, each school's instructional program must be aligned with those standards and clearly articulated by what teachers do within and across grade levels and courses. Curriculum mapping is a powerful process in which teachers working collaboratively take time to analyze the standards at the concept and performance objective level and decide what will be taught and when during the academic year. In this workshop, presented by Larry McBiles and staff, participants will examine the concept of curriculum mapping as a proven instructional planning tool, explore how curriculum maps are developed and used, and receive guided practice, not only on how to map, but also how to facilitate mapping work in their professional setting.

OUTCOMES:

Participants will:

- Examine the concept of "curriculum mapping" as a tool to promote effective communication, quality instruction, and a shared commitment to student learning
- Explore how curriculum maps are developed and used
- Formulate a plan for initiating, implementing, and sustaining a curriculum mapping initiative

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Curriculum Mapping II: An Accountability Tool for Improving Teaching and Learning

BP

INTENT: Provide an in-depth look of the Arizona Standards, and provide means of mapping the curriculum as a tool of school improvement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Teacher leaders, principals, district specialists— school teams recommended

Prerequisite: Curriculum Mapping I

DESCRIPTION:

This advanced training is designed to help participants improve their school's capacity to design and develop a more intellectually rigorous and engaging instructional program that leads to increased student understanding and mastery of Arizona's academic standards. Facilitators will present the strengths and challenges associated with curriculum mapping as well as the keys for ensuring that the process of developing and using maps is a rewarding and meaningful journey for a school or district. This workshop, presented by Larry McBiles and staff, will provide detailed curriculum mapping steps, teacher and anecdotal comments from schools who have successfully mapped their curriculum, and a variety of mapping templates.

OUTCOMES:

Participants will:

- Analyze the logic of "backward design" as a vehicle for developing or enhancing basic curriculum maps as well as developing expanded maps
- Examine the challenges inherently related to the development and use of curriculum maps
- Identify the keys for ensuring that curriculum maps help raise the bar on the quality of a school's or district's instructional program

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Improving Instructional Quality: The Key to Ensuring Student Successes **BP**

INTENT: To build leadership capacity for school improvement at the campus level and classroom level.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, and paraprofessionals-school teams recommended

DESCRIPTION:

This intense two-day experience is designed to offer campus-based teams practical and proven tools to examine the quality of their school's curriculum, the effectiveness of the instructional strategies used by teachers, and the overall conditions and structures within the campus that support student learning. This engaging training, presented by Larry McBiles, will specifically address ADE's Standards and Rubrics for School Improvement, Arizona's Academic Standards and Research-Based Instructional Strategies that Maximize Student Learning. Schools will work within the curriculum to help clarify learning goals, devise revealing assessments of student understanding, and craft engaging learning activities.

OUTCOMES:

Participants will:

- Examine ADE's Standards and Rubrics for School Improvement to understand the research-based indicators of high-performing schools
- Assess their own school and/or district using the Standards and Rubrics instrument
- Explore the logic of "backward design" instructional planning as a tool to ensure the adage "when teachers **teach**, students **learn**"
- Compare their own instructional planning practices against the new paradigm of "backward design"
- Investigate Marzano's nine (9) research-based strategies proven to increase student achievement
- Reflect on how these strategies are used or could be better used in one's professional setting

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

ARIZONA FACT:

THE AMOUNT OF COPPER ON THE DOME OF THE ARIZONA CAPITOL BUILDING IS EQUIVALENT TO 4,800,000 PENNIES.

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Research Based Summer School: Students Leaving 1st, 2nd and 3rd Grade **BP**

INTENT: Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, paraprofessionals, and summer school directors grades 1-3, campus teams are encouraged to attend

DESCRIPTION:

This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.

OUTCOMES:

Participants will:

- Receive a complete set of sample materials for the purpose of training others
- Learn sound strategies an teacher techniques that can be applied to any summer school reading program
- Reflect on how these strategies are used or could be better used in one's professional setting.

Contact: Oran Tkatchov
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Research Based Summer School: Students Leaving 4th Through 7th Grade **BP**

INTENT: Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, paraprofessionals and summer school directors grades 4-7, campus teams are encouraged to attend

DESCRIPTION:

This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.

OUTCOMES:

Participants will:

- Receive a complete set of sample materials for the purpose of training others
- Learn sound strategies an teacher techniques that can be applied to any summer school reading program
- Reflect on how these strategies are used or could be better used in one's professional setting.

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Number Sense Training-of-Trainers Institute K-3

<p>INTENT: To provide content knowledge and methods for effectively teaching number sense concepts.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or mathematics teacher - leaders who deliver standards-based professional development</p>	<p>DESCRIPTION:</p> <p>This specific institute is divided into two sessions. Both sessions focus on critical number sense concepts appropriate for grades K-3. Elements of Cognitively Guided Instruction are embedded within the sessions. The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Distinguish the big ideas of number sense and how they relate to operation sense• Recognize powerful connections between number sense ideas and literature• Understand the importance of focusing on student thinking (Cognitively Guided Instruction)• Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation <p>Contact: Connie Haberer Email: Chabere@ade.az.gov</p>
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"I advise my students to listen carefully the moment they decide to take no more mathematics courses. They might be able to hear the sound of closing doors."
James Caballero

Number Sense Training-of-Trainers Institute 7-12

SBTL

INTENT: To provide content knowledge and methods for middle and high school students' number sense misconceptions.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE/ ELIGIBLE ATTENDEES:

County, district, or school mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute will focus on the big ideas of Number Sense. The following areas will be explored in this training:

- The first section will identify common misconceptions students have regarding Number Sense.
- The second section will draw attention to critical Number Sense concepts appropriate for grades 7-12, in particular: identification, classification, and properties of real number systems.

The third section will be devoted to implementing the Training of Trainers model and the application of number systems with extensions into probability.

The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Differentiate ideas about numbers, number systems, and number theory to encompass the big ideas about properties of numbers and operations in different number systems (Woodbury, 2000)
- Recognize the importance of symbolic representation and theory of equations, including the big ideas of the use of variables and the properties of equations and operations on equations (Woodbury, 2000)
- Understand the importance of focusing on student thinking
- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Connie Haberer
Email: chabere@ade.az.gov

ARIZONA FACT:

ARIZONA BECAME A TERRITORY IN 1864 AND PRESCOTT WAS SELECTED AS THE CAPITAL. PRESCOTT REMAINED THE CAPITAL UNTIL 1889.

Systematic Listing & Counting with Connections to Algebra and Probability Training-of-Trainers Institute K-12

SBTL

INTENT: To provide content knowledge and methods for effectively teaching Systematic Listing & Counting.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute focuses on the Discrete Mathematics concept of Systematic Listing & Counting. Connections are made to algebra, probability, and literature throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the importance of systematic listing & counting, and how this concept connects to algebra and probability
- Recognize powerful connections between systematic listing & counting and literature
- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Connie Haberer
Email: chabere@ade.az.gov

Vertex-Edge Graphs Training-of-Trainers Institute K-8

SBTL

INTENT: To provide content knowledge and methods for effectively teaching Vertex-Edge Graphs.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute focuses on the Discrete Mathematics concept of Vertex-Edge Graphs. Literature connections are highlighted throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the important ideas embedded within the concept of vertex-edge graphs
- Recognize powerful connections between vertex-edge graphs and literature
- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Connie Haberer
Email: chabere@ade.az.gov

Considering New Mathematics Curricula Seminar

SBTL

<p>INTENT: To support district teams in the selection of curriculum programs.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: District Teams consisting of lead teachers, building or district administrators, or other educators involved in the selection of mathematics curriculum; team compositions that include a mix of teachers and administrators from different grade levels are recommended</p>	<p>DESCRIPTION: This two-day seminar focuses on the features of the curriculum programs and factors involved in choosing among them. Participating district teams will learn about effective methods for selecting, piloting, and implementing the programs, and consider how programs at different grade levels fit together.</p> <p><i>"The most important questions in life are, for the most part, really only problems of probability" - Pierre Simon de La Place</i></p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Identify the key characteristics of standards-based, comprehensive mathematics curriculum materials at the elementary, middle, and high-school levels • Recognize effective selection and implementation processes and criteria • Develop a strategic plan for selecting, piloting, and implementing a mathematics curriculum across grade levels <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Mathematics and Science Standards Academy

SBTL

<p>INTENT: To build leadership capacity in mathematics and science content and pedagogy.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or mathematics/science teacher-leader teams who meet the following criteria: Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development</p>	<p>DESCRIPTION: This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:</p> <ul style="list-style-type: none"> • content-specific sessions in mathematics and science • leadership and professional development • data driven decision making and assessment • cross-curricular connections 	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Understand and apply the power of collaboration • Build a leadership capacity within their sphere of influence • Create an action plan focusing on student learning • Build upon their knowledge and understanding of concepts • Translate knowledge into effective practice (teaching/professional development) <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Geometry Training-of-Trainers Institute 7-12

<p>INTENT: To provide content knowledge and methods for middle and high school students' Geometry misconceptions.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or school mathematics teacher-leaders who deliver standards-based professional development</p>	<p>DESCRIPTION: This specific institute will focus on the big ideas of Geometry. The following areas will be explored in this training:</p> <ul style="list-style-type: none">• The first section will identify common misconceptions students have regarding Geometry.• The second section will draw attention to critical Geometry concepts appropriate for grades 7-12, in particular: analyzing characteristics and properties of two- and three-dimensional geometric shapes to develop mathematical arguments about geometric relationships; specifying locations and describing spatial relationships using coordinate geometry and other representational systems; applying transformations and using symmetry to analyze mathematical situations; using visualizations, spatial reasoning, and geometric modeling to solve problems.• The third section will be devoted to implementing the Training-of-Trainers model and the development of flexible representations <p>The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Distinguish the big ideas of Geometry and the attributes of measurement• Recognize the properties and relationships of and among basic geometric objects• Understand the importance of focusing on student thinking• Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Adolescent Readers: Teaching Essential Components of Reading

BP

<p>INTENT: To provide teachers with research based strategies to effectively address the critical components of reading.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or language arts teacher leaders, classroom teachers– campus teams are encouraged to attend</p>	<p>DESCRIPTION: This two-day institute, presented by Frank Smith and SoprisWest, will offer teachers strategies to help students become more competent readers. It will provide an overview of the scientific research in adolescent literacy and effective instructional strategies to teach advanced decoding, vocabulary, fluency and comprehension.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Review the research that forms the foundation for effective adolescent literary instruction • Develop skills and practice in using advance decoding techniques • Use and interpret reading fluency measures as progress monitoring tools • Design interventions based on data • Identify and apply explicit comprehension strategies that will assist students in making meaning from text <p>Contact: Oran Tkatchov Email: otkatch@ade.az.gov</p>
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Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge – An Essential Element in Raising Reading Achievement

BP

<p>INTENT: To provide teachers with research-based vocabulary instruction in content-area reading.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Teachers of grades 4-10, teacher leaders, grade level or department chairs– leadership teams are encouraged to attend</p>	<p>DESCRIPTION: The research in vocabulary instruction is clear that teachers must use a variety of specific strategies before, during, and after reading assignments to increase students' vocabulary skills. This one-day module, presented by Kevin Feldman and SoprisWest, teaches participants to weave research validated vocabulary instruction into both direct skill instruction in the 90-minute reading block and content area reading. Additionally this workshop will give participants the skills to assess their student's vocabulary level. The session will emphasize and broaden their level of language proficiency.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Recognize strategies that aid students in improving the development of their vocabulary • Develop skills to analyze critical vocabulary in content areas • Examine techniques to provide practice and maintain vocabulary development in all subject areas <p>Contact: Oran Tkatchov Email: otkatch@ade.az.gov</p>
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Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers

STBL

<p>INTENT: To build capacity within our state, by presenting this content to representatives from districts who have responsibility for professional development of K-3 teachers.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: LETRS Institutes are designed primarily for staff developers with experience or background in teaching reading. Applications are available at: http://www.ade.azreads/prodev.asp</p>	<p>DESCRIPTION:</p> <p>LETRS addresses each component of reading instruction– phoneme awareness, decoding, spelling and word study; oral language development; vocabulary; reading fluency; comprehension; and writing– as well as the foundational concepts that link them.</p> <p>The unique challenge of teaching English Language Learners (ELL), dialect speakers, and students with other learning difficulties are also targeted, as are assessment and evaluation of student performance.</p> <p>Each module is written to engage learners with questions, problems, and tasks that lead to understanding and application. Modules selectively incorporate and recommend the use of readings, videos, and other media resources.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Apply practical skills of instruction in a comprehensive reading program including 5 essential elements and written composition • Examine scientific research, reading development, knowledge of language structure and its application • Use assessment data to inform instruction • Explore the benefits of ongoing collegial coaching/ mentoring <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Language Essentials for Teachers of Reading And Spelling (LETRS)

SBTL

<p>INTENT:To develop a deep knowledge base of the essential components of effective reading instruction.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: K-3 teachers, K-12 special education teachers, reading specialists, curriculum coordinators, reading coaches, elementary school administrators with experience in teaching reading.</p>	<p>DESCRIPTION:</p> <p>This training was developed by Dr. Louisa Moats, author of “Teaching Reading is Rocket Science.” To reach all learners, teachers must understand how students learn to read and write, the reasons why some children fail to learn, and the instructional strategies best supported by research. The institutes focus on the foundation, content and procedures of research-based reading instruction. The nine modules are offered as three, three-day institutes, and explore the causes of reading difficulties and the methods to prevent reading failure in young students.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Know the content outlined in consensus documents on reading instruction • Identify key information about each component of reading instruction – phonemic awareness, phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing • Determine why specific instructional practices are effective and how to implement them • Understand how to effectively use assessment and evaluation of student performance in reading to improve student learning. • Examine professional development methods that are successful with diverse groups of teachers <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Arizona K-3 Reading Academies

SBTL

<p>INTENT: To familiarize teachers with scientifically based reading research (SBRR) and how it translates into practice in the classroom.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: K-3 teachers, special education teachers, principals, curriculum coordinators</p> <p>TIME OF YEAR: Schedules are set by the County ESA's. Information can be obtained from the ADE AZ READS webpage and each county's website.</p>	<p>DESCRIPTION:</p> <p>These trainings are sponsored by ADE and offered in each county at locations set by the county's professional development office.</p> <p>This three-day academy is designed to support assessment and instructional practices that are grounded in scientifically based reading research for Reading First teachers and principals. Content includes a focus on high quality, comprehensive K-3 reading instruction for all children.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> Understand scientifically based reading research with a focus on the 5 Big Ideas of reading instruction. Apply Arizona's Reading Standard and its alignment with A.R.S. 15-704 Determine how to use SBRR instructional strategies to design instruction in classrooms Examine instructional strategies for differentiating and scaffolding instruction guided by data-driven assessments <p>Contact: Connie Haber Email: chaber@ade.az.gov</p>
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Struggling Adolescent Readers with Anita Archer

BP

<p>INTENT: To provide teachers with research based strategies to effectively address issues in adolescent reading.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: 5-9 teachers, special education teachers, principals, curriculum coordinators</p>	<p>DESCRIPTION:</p> <p>Middle school is a critical period for students facing reading failure. It is in grades six through eight that struggling readers may fall seriously behind their peers, jeopardizing their chances for success in high school and beyond. Despite the importance of their task, middle school teachers are often forced to use reading curricula that are outdated, impractical, or simply don't work.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> Master the most current research-validated strategies for increasing fluency Understand the key components of vocabulary, comprehension, and decoding skills <p>Contact: Oran Tkatchov Email: otkatch@ade.az.gov</p>
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Reading

Training-of-Trainers:

Foundations of Scientifically Based Reading Instruction

SBTL

INTENT: To prepare district trainers to present the AZ K-3 Reading Academies to their district teachers.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

K-3 teachers, special education teachers, principals, curriculum coordinators

DESCRIPTION:

Participants will be trained to deliver the K-3 Reading Academy content modules to the teachers in their district with the shared commitment to maintain the integrity of the content. Training material is grade specific and provides eighteen hours of professional development. Participants will be provided Academy training materials for each of the four grade levels – K, 1, 2, and 3.



OUTCOMES:

Participants will:

- Attend the 3 day training with a team member(s)
- Know the scope and sequence of each grade level's training materials
- Understand the key components of scientifically based reading research
- Understand how to support teachers in transferring the research into practice
- Examine effective presentation techniques to ensure a successful training experience for teachers
- Demonstrate effective presentation techniques to ensure a successful training experience for teachers
- Create an action plan for providing a Reading Academy training to their district teachers

Contact: Connie Haberer
Email: chabere@ade.az.gov

"When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that gain by reading, just as I did when I was young."

Maya Angelou

Training-of-Trainers: The Science Standard and the Backward Design Model

SBTL

<p>INTENT: To deepen understanding of the Science Standard and curriculum alignment.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or science teacher-leaders who deliver standards-based professional development</p>	<p>DESCRIPTION:</p> <p>Participants will use the Backward Design Model to gain a deeper understanding of the content within the Science Standard and what students need to know, understand, and be able to do in order to be proficient. Each trainer will leave with materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize the three stages of the Backward Design Model • Unwrap performance objectives and analyze their critical parts • Identify Big Ideas and Essential Questions • Compare ways of measuring student learning <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Training-of-Trainers K-8 Physical Science, Concept 1: What Teachers Need to Know and Be Able to Teach

SBTL

<p>INTENT: To provide content knowledge and methods for effectively teaching Properties of Matter.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or science teacher-leaders who deliver standards-based professional development to K-8 teachers</p>	<p>DESCRIPTION:</p> <p>This specific institute focuses on Concept 1, Properties of Matter of Physical Science at the K-8 level. Participants will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Literature connections are highlighted throughout this training. Each trainer will leave with information to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Demonstrate content knowledge of this physical science concept • Integrate content from Strands 1-3 with the physical science concepts • Model effective teaching practices for K-8 students • Recognize resources that support the teaching of this concept <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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Mathematics and Science Standards Academy

<p>INTENT: To build leadership capacity in mathematics and science content and pedagogy.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: County, district, or mathematics/science teacher- leader teams who meet the following criteria:</p> <p>Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development</p>	<p>DESCRIPTION:</p> <p>This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:</p> <ul style="list-style-type: none">• content-specific sessions in mathematics and science• leadership and professional development• data driven decision making and assessment• cross-curricular connections	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Understand and apply the power of collaboration• Build a leadership capacity within their sphere of influence• Create an action plan focusing on student learning• Build upon their knowledge and understanding of concepts• Translate knowledge into effective practice (teaching/professional development) <p>Contact: Connie Haberer Email: chabere@ade.az.gov</p>
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"The scientist does not study nature because it is useful; he studies it because he delights in it, and he delights in it because it is beautiful. If nature were not beautiful, it would not be worth knowing, and if nature were not worth knowing, life would not be worth living. "
Jules Henri Poincaré

Introducing the Social Studies Standard Institute

SBTL

INTENT: To introduce the new Social Studies Standard

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

K-12 administrators and curriculum personnel

DESCRIPTION:

This half-day training will introduce participants to the new Social Studies Standard. Each participant will leave with all the necessary materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Crosswalk the “old” standard with the “new”
- Understand scheduling options in the elementary school day
- Examine curriculum/lesson design
- Review available resources
- Identify cross curricular connections

Contact: Connie Haberer
Email: chabere@ade.az.gov

Social Studies Standard: What Teachers Need to Know and Be Able to Teach

SBTL

INTENT: To provide content and methods for effectively teaching social studies.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Teachers of grades K-6

DESCRIPTION:

This one-day training will examine the content teachers need to teach social studies.



OUTCOMES:

Participants will:

- Understand the content needed to teach social studies
- Understand effective strategies for teaching social studies content to elementary students

Contact: Connie Haberer
Email: chabere@ade.az.gov

Teacher EXPOs

SBTL

INTENT: To provide an opportunity for teachers to visit with non-profit and for-profit organizations who provide services and products that support the Social Studies and Science Standards.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

All educators

DESCRIPTION:

Teacher EXPOs are free, day-long Saturday events to be held in Tucson, Phoenix, and Flagstaff. Educators may come at any time during the day to view services and materials from non-profit (i.e., museums, parks, professional organizations, community organizations) and for-profit organizations that support the Social Studies and Science Standards.

OUTCOMES:

Participants will:

- Examine the wide variety of support materials available in the local area and state-wide to aid in the teaching of the Social Studies and Science Standards

Contact: Connie Haberer
Email: chabere@ade.az.gov

Six Traits & AIMS, A Two-Day Training-of-Trainers Institute

SBTL

INTENT: To provide a refresher of 6 Traits with an emphasis on the Arizona Articulated Writing Standard and writing for AIMS.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or teacher leaders who deliver standards-based professional development K-12

"Through learning we re-create ourselves. Through learning we become able to do something we were never able to do."
Peter Senge

DESCRIPTION:

Participants will revisit the 6 trait writing model with application to both teaching and scoring the traits. Correlation to the Arizona Articulated Writing Standard will be emphasized. Day one will be a refresher to teaching the traits and an introduction to using the rubric to score Arizona student AIMS writing. Day two will focus on scoring practice. Student written papers from released AIMS prompts will be scored and discussed. Participants will receive a training binder of materials and a CD with 72 student papers for use in the classroom. These materials can also be used for replicating this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Apply 6 traits in classroom instruction
- Apply 6 traits to score student writing
- Understand the scoring process for AIMS writing

Contact: Connie Haberer
Email: chabere@ade.az.gov

Six Traits & AIMS, An Introduction to Using 6 Traits in Arizona Classrooms.

SBTL

INTENT: To familiarize teachers in all content areas with 6 Traits as an instructional tool and diagnostic scoring rubric.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE/ ELIGIBLE ATTENDEES:

K-12 educators who have not had formal 6 trait training

DESCRIPTION:

The purpose of this one-day Institute is to provide educators with a basic understanding of the traits and how to use them in all content areas as a teaching and an assessment tool. The Arizona Articulated Writing Standard will also be reviewed in conjunction with content application. Introduction to scoring with the 6 trait rubric will conclude the day. Participants will receive materials and samples of Arizona student writing.

OUTCOMES:

Participants will:

- Understand the 6 Traits as both an instructional and scoring tool
- Understand teaching ideas for each trait that correlate with the AZ Academic Writing Standard
- Score with the 6 Trait Rubric

Contact: Connie Haberer
Email: Chabere@ade.az.gov

ASSESSMENT

Reading Assessment

DIBELS Leadership Institute (DLI)

RF

INTENT: To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Staff developers and school leaders with experience teaching and assessing reading and are responsible for the professional development of K-3 teachers, K-12 special education teachers and instructional support personnel. Attendees must have previously used DIBELS/AIMSweb to assess students grades K-3 within a benchmark situation.

DESCRIPTION:

This five-day presentation presented by Angela Denning and Colleagues of ADE's Standards-Based Teaching and Learning Section will focus on the administration, scoring, interpretation, and use of the DIBEL assessment measures within a comprehensive scientifically based reading program.



OUTCOMES:

Participants will:

- Understand DIBELS training requirements
- Attend all 5 days of Institute
- Reliably administer and score DIBELS measures
- Use DIBELS and AIMSweb Data Management Systems
- Organize a school-wide assessment system
- Interpret, analyze, and use data for instructional decision making
- Read and react to pertinent research articles
- Present one DIBELS measure to a small group
- Pass a take-home exam
- Co-present with an existing Certified DIBELS Trainer

Contact: Connie Haberer
Email: chabere@ade.az.gov

ARIZONA FACT:

ARIZONA’S STATE FLOWER IS THE SAGUARO BLOSSOM. THIS WHITE FLOWER GROWS ON THE SAGUARO CACTUS, WHICH CAN LIVE OVER 150 YEARS.

ASSESSMENT

Data-Driven Instructional Decision Making

DIBELS Data-Based Decision-Making (Leader)

RF

<p>INTENT: To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE/ ELIGIBLE ATTENDEES: School and district leadership who have collected benchmark data</p> <p><i>"Excellence is doing ordinary things extraordinarily well"</i> John W. Gardner</p>	<p>DESCRIPTION:</p> <p>The purpose of this training opportunity is to develop skills to interpret and analyze district, school, grade, and classroom level data. Leaders will be assisted with the creation of an action plan for allocating resources and selecting instructional support materials.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Understand how to interpret and analyze district, school, grade, and classroom-level data• Identify a Reading Leadership Team and develop a plan for sharing data with staff and community• Examine strategies for running data meetings• Create action plan for allocating resources and selecting support materials <p>Contact: Teresa Riveria Email: trivera@ade.az.gov</p>
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DIBELS Data-Based Decision-Making (Teacher)

RF

<p>INTENT: To further develop the knowledge and skills of K-3 teachers regarding the connection between assessment and scientifically based early literacy instruction.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Classroom teachers, school and district leadership who have collected benchmark data</p>	<p>DESCRIPTION:</p> <p>The purpose of this training is to develop skills to interpret and analyze grade, classroom, and student level data. Sites will be assisted with the creation of an action plan for allocating resources and selecting instructional materials.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Understand how to interpret and analyze grade, classroom and student-level data• Determine instructional groups based on data• Create action plan for providing explicit and systematic instruction to all students• Develop their building's capacity for making the connection between assessment and instruction <p>Contact: Teresa Rivera Email: trivera@ade.az.gov</p>
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ASSESSMENT

DIBELS Administration and Scoring Training

RF

<p>INTENT: To ensure that all participating school staff are trained to administer DIBELS accurately and reliably and to understand the importance of assessment in an early reading program.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: District/school-level assessment teams responsible for assessing students. Participants may include, but are not limited to, district-level staff developers, principals, site administrators, coaches, assessment coordinators, classroom teachers, special education teachers, specialists (SLP, ELL Title I etc.) librarians, school psychologists, paraprofessionals.</p>	<p>DESCRIPTION: This two-day presentation presented by an Arizona Certified DIBELS trainer will focus on the administration, scoring, interpretation, and use of DIBEL assessment measures within a comprehensive scientifically-based reading program.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Administer and score DIBELS measures• Use DIBELS Data Management System• Know how to organize a school wide assessment system• Understand the importance of early reading assessment and its place in Arizona <p>Contact: Teresa Rivera Email: trivera@ade.az.gov</p>
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ARIZONA FACT:
ARIZONA OBSERVES MOUNTAIN STANDARD TIME YEAR-ROUND. THE ONLY EXCEPTION IS THE NAVAJO NATION, WHICH OBSERVES THE DAYLIGHT SAVINGS TIME CHANGE.

CULTURE, CLIMATE, AND COMMUNICATION

School Safety and Prevention

Bullying Intervention Strategies for Counselors

SSP

INTENT: To provide the knowledge, skills, strategies, and resources necessary to reduce current and future bullying occurrences in school settings.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

School counselors

DESCRIPTION:

Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools.

In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.

OUTCOMES:

Participants will:

- Learn to identify bullying behaviors
- Recognize attributes and characteristics of bullies, targets and the bystanders
- Understand attitudes and conditions that promote bullying
- Attain skills, strategies and resources for dealing with and reducing bullying behaviors
- Intervene effectively with bullying incidents
- Implement procedures, skills and strategies used with the child who bullies and with the target
- Train/educate students not directly involved in bullying (the bystanders)
- Implement strategies for working with families of kids who bully and their targets

Contact: Renae Rosales
Email: rrosale@ade.az.gov

Bullying Intervention and Prevention

SSP

INTENT: To provide the knowledge, skills, strategies and resources necessary to reduce current and future bullying occurrences in school settings.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All levels of school personnel

DESCRIPTION:

Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools.

In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.

OUTCOMES:

Participants will:

- Identify bullying behaviors
- Understand attitudes, and conditions that promote bullying
- Learn attributes and characteristics of bullies, targets and the bystanders
- Attain skills, strategies and resources for dealing with and reducing bullying behaviors

Contact: Renae Rosales
Email: rrosale@ade.az.gov

CULTURE, CLIMATE, AND COMMUNICATION

School Safety and Prevention

Multi-Hazard Safety Programs for Schools

SSP

<p>INTENT: Class participants develop an understanding of the basic principles of emergency management and the Incident Command System allowing them to return to their district/school to begin developing and strengthening their emergency response plans.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>DESCRIPTION: ADE partners with the Arizona Division of Emergency Management (ADEM) to present the Multi Hazard Emergency Planning for Schools course. The course provides school personnel and first responders with a basic knowledge of emergency management principles, the Incident Command System and the tools and resources to design and/or strengthen their all hazards emergency response plan. To request this course, you must contact your county emergency management agency and your request will be forwarded from the county to ADEM. You may download the event request form at: http://www.dem.state.az.us/preparedness/training2004/Event%20Request%20Form%20and%20Procedures.doc. A listing of county emergency management agencies in Arizona can be obtained at: http://www.ade.az.gov/schooleffectiveness/health/schoolsafety/safetyplans/countydirectory.pdf</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Understand the basic principles of emergency management• Understand the Incident Command System• Gain basic knowledge to begin developing and strengthening their schools' emergency response plan(s) <p>Contact: Layton Dickerson Email: ldicker@ade.az.gov</p>
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Reducing the Risk

SSP

<p>INTENT: To influence the knowledge and risk-taking behaviors of adolescents.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>DESCRIPTION: Reducing the Risk presents a powerful, active approach to prevention of teenage pregnancy and protection against HIV and other STD that motivates students to change their high-risk behaviors. Participants will gain basic knowledge of the curriculum content, learn skills to effectively teach the curriculum to students, and increase their own understanding of HIV, transmission, and treatment.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Increase knowledge and awareness of the Reducing the Risk curriculum• Acquire skills and strategies to effectively teach the Reducing the Risk curriculum <p>Contact: Jason Trujillo Email: jtrujil@ade.az.gov</p>
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CULTURE, CLIMATE, AND COMMUNICATION

School Safety and Prevention

School Safety Program– Law-Related Education Academies

SSP

<p>INTENT: To develop and enhance ability to implement Law Related Education.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE/ ELIGIBLE ATTENDEES: Education and health professionals</p>	<p>DESCRIPTION:</p> <p>These trainings will provide new and experienced school resource officers and juvenile probation officers with Law Related Education training and instruction that is research-based and proven effective. Basic and advanced courses are designed to assist the participants with the implementation of law-related education lessons and activities at the elementary, middle, and high school level.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Know importance of Law Related Education • Identify best practices of Law Related Education • Develop interactive teaching strategies • Implement Law Related Education curriculum <p>Contact: Rani Collins Email: rcollin@ade.az.gov</p>
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School Safety Program– Administrator Training

SSP

<p>INTENT: To understand the requirements of the School Safety Program.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE/ ELIGIBLE ATTENDEES: School administrators</p> <div data-bbox="121 1260 1006 1459" style="background-color: #e0f2f1; padding: 10px; margin-top: 20px;"> <p><i>"The aim of education must be the training of independently acting and thinking individuals who can see in the service to the community their highest life achievement."</i> Albert Einstein</p> </div>	<p>DESCRIPTION:</p> <p>This training provides an overview of the School Safety Program requirements. School level administrators who receive this grant are required to attend; however, the training is open to district level administrators and police and probation departments.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Value philosophy of the School Safety Program • Support School Safety Program requirements • Recognize importance of Law Related Education • Realize benefits of collaboration • Identify methods for officer integration • Understand mandatory reporting requirements <p>Contact: Rani Collins Email: rcollin@ade.az.gov</p>
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CULTURE, CLIMATE, AND COMMUNICATION

School Safety and Prevention

Summer Prevention Conference

SSP

<p>INTENT: To provide an opportunity to increase knowledge and skills in Multiple areas of prevention.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>DESCRIPTION: This Summer Prevention Conference is a one day conference that will provide educators around the state an opportunity to learn about the current research and issues in prevention. Both national and local experts will be presenting workshops on various prevention topics.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Increase knowledge in current prevention research and issues• Recognize effective prevention programs• Increase knowledge in improving school culture/climate• Implement effective prevention strategies <p>Contact: Renae Rosales Email: rrosale@ade.az.gov</p>
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CULTURE, CLIMATE, AND COMMUNICATION

Family Involvement

Involving Families in School-Based Programs

BP

INTENT: To deepen the understanding of the parent/ school relationship.	DESCRIPTION: Involving Families in School-Based Programs is a research-based academy that district and school leadership can attend to gain a comprehensive understanding of family involvement including benefits, definitions, and types of involvement as well as barriers to family involvement. Schools and districts will learn methods to assess current family involvement efforts and understand the importance of goal identification as a precursor to family involvement efforts.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Interpret Epstein's 6 types of family involvement• Create a Family Involvement Plan• Learn how to overcome barriers Contact: Oran Tkatchov Email: otkatch@ade.az.gov
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4		
AUDIENCE /ELIGIBLE ATTENDEES: All administrators, teacher leaders, teachers, support staff and paraprofessionals		

See Also

Determined to Succeed: Stories of School Improvement, pg. 10

SECTION TWO: TECHNICAL ASSISTANCE

TITLE I SCHOOLS IN SCHOOL IMPROVEMENT PROGRAMS

Title I Fall Process Workshops

SI

<p>INTENT: Technical assistance workshop for Title I schools and districts identified for Title I Improvement.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Principals and District Representatives of Title I schools and districts identified for Title I Improvement</p>	<p>DESCRIPTION:</p> <p>Participants will learn about No Child Left Behind and federal accountability for each year a school or district is identified for Title I Improvement. Attendees will learn of the expectations of schools, how the Arizona Department of Education will provide support to schools, and how schools will be held accountable. Follow-up sessions for individual schools will be provided to assist schools and districts.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Learn federal requirements (No Child Left Behind) for schools and districts identified for Title I Improvement• Evaluate required components for writing and submitting a successful Arizona School Improvement Plan, District Improvement Plan, and grant application <p>Contact: Teresa Wolfe Email: twolfe@ade.az.gov</p>
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Title I School Improvement Workshop: What Works in Schools

SI

<p>INTENT: To guide school improvement team leaders on how to interpret data.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Title I schools identified for Title I School Improvement – Year 3 and Year 4. Schools identified in Year 2 and schools frozen in Year 3 or Year 4 are invited to attend. Participants must commit to attending all three sessions.</p>	<p>DESCRIPTION:</p> <p>Participants will learn from Dr. Robert Marzano and members from the Association for Supervision and Curriculum Development (ASCD) Cadre regarding current research on school improvement and how to administer the What Works in Schools (WWIS) Online Survey as a key data-gathering component. Attendees will learn how to interpret the data for their school and how to create a school improvement plan based on the results of the data to improve their effectiveness.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Identify school level, teacher level, and student level factors influencing student achievement• Apply current research-based survey tools and action steps to enhance areas most critical to improve student achievement• Examine how to administer and interpret the WWIS Online Staff Survey to create a school improvement plan <p>Contact: Teresa Wolfe Email: twolfe@ade.az.gov</p>
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STATE INTERVENTION TECHNICAL ASSISTANCE

State Intervention Student Achievement Turnaround Forum

SI

<p>INTENT: To provide leadership teams and Turnaround personnel with information and tools for improving student achievement.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE/ELIGIBLE ATTENDEES: Leadership teams from schools that have been designated as failing to meet academic standards. All Turnaround personnel placed in the schools through State Intervention.</p>	<p>DESCRIPTION: The State Intervention unit of the School Effectiveness Division will conduct a three to five day workshop in the summer. The focus will be understanding student achievement data, using data for instructional decisions, writing an Arizona School Improvement Plan and using feedback to teachers to improve instruction.</p> <p><u>The Student Achievement Turnaround Forum will not be presented this June.</u> <i>Turnaround personnel will attend the Leading Change Conference scheduled for July 31 through August 3 2006. Conference location: Carefree Resort, 37220 Mule Train Road, Carefree, AZ 85377.</i></p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Use data to make instructional decisions• Use data to revise or write an Arizona School Improvement Plan (ASIP)• Implement a classroom observation instrument to determine the level of student engagement• Understand various models for providing feedback to teachers which will help them to improve instruction <p>Contact: Cindy Richards Email: crichar@ade.az.gov</p>
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AZ LEARNS Appeal Workshop

SI

<p>INTENT: To provide information to schools regarding AZ LEARNS achievement profiles, calculating the achievement profiles, consequences for underperforming schools, and the components of an AZ LEARNS Appeal.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4</p> <p>AUDIENCE/ ELIGIBLE ATTENDEES: Schools designated under AZ LEARNS as underperforming for third consecutive year</p>	<p>DESCRIPTION: The State Intervention unit in collaboration with the research and evaluation unit will conduct a workshop to provide school and district leadership the information that will be helpful in learning to read the schools academic profile and applying that information to writing an appeal to the school's AZ LEARNS designation.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none">• Read and understand the data contained in the school's achievement profile• Know the three components of an AZ LEARNS appeal document• Apply achievement profile data when writing an appeals document <p>Contact: Cindy Richards Email: crichar@ade.az.gov</p>
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AZ LEARNS SCHOOL IMPROVEMENT PROGRAMS

Initial Solutions Team Training

SI

INTENT: To instruct newly selected Solution Team members on the Solution Team Process.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4,

AUDIENCE /ELIGIBLE ATTENDEES:

This two day training is open to those Solution Team applicants who have been notified of their acceptance and were invited to attend

DESCRIPTION:

This two-day training will prepare approved applicants to serve as Solutions Team members or leaders, and will lead to certification as Arizona Academic Standards Technicians. For more information on the Standards and Rubrics for School Improvement, please visit: <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>.

OUTCOMES:

Participants will:

- Analyze Solution Team Process and how it is to be conducted
- Develop skills in using the “*Standards and Rubrics for School Improvement*” to conduct an evidence-based inquiry
- Understand new online Arizona School Improvement Plan (ASIP)
- Recognize new ADE resources and support to schools
- Understand ADE accounting and travel procedures
- Demonstrate a personalized approach for successful participation in the Solution Team Process

Contact: Karen Menge

Email: kmenge@ade.az.gov

Solution Team Advanced Training

SI

INTENT: To update previously trained Solution Teams leaders and members on process enhancements.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1

AUDIENCE/ ELIGIBLE ATTENDEES:

Previously trained Solution Teams leaders and members

DESCRIPTION:

This one-day training is required for individuals who were previously trained for Solution Teams and wish to continue to serve in 2005-2006.

OUTCOMES:

Participants will:

- Update knowledge and skills with regard to:
 - Revised Standards and Rubrics for School Improvement*
 - New Online Arizona School Improvement Plan (ASIP)*
 - ADE resources and support to schools*
 - ADE accounting and travel procedures*
- Revisit importance of evidence - based Statement of Findings and the specific expectations for its development and presentation at the conclusion of the visit

Contact: Karen Menge

Email: kmenge@ade.az.gov

“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man’s training begins, it is probably the last lesson that he learns thoroughly. ”

Thomas Henry Huxley

AZ LEARNS SCHOOL IMPROVEMENT PROGRAMS

Standards and Rubrics for School Improvement Training

SI

INTENT: To assist schools in successfully implementing their Arizona School Improvement plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Underperforming Schools



DESCRIPTION:

Trainings are divided into three sections. The first part is an overview of the SRSI document itself as well as the supporting Resource Guide. The second involves how a school can effectively create and implement a comprehensive needs assessment and how to use this information in your school improvement planning. The final element addresses the issues of stakeholder buy-in as well as nuts-and-bolts tips on conducting the assessment.

The SRSI trainings address three fundamental questions:

- 1) How can the SRSI work to improve your school?
- 2) How do they support the effective use of a needs assessment?
- 3) How can the Standards and Rubrics assist in the completion of an ASIP?

OUTCOMES:

Participants will:

- Understand how the Standards and Rubrics can work to improve your school
- Learn how to use them in implementing an effective needs assessment
- Understand how needs assessments can be used when writing an Arizona School Improvement Plan

Contact: Brian Putnam

Email: bputnam@ade.az.gov

Arizona School Improvement Plan Training

SI

INTENT: To Assist Schools in developing and writing their Arizona School Improvement Plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Underperforming schools and schools in School Improvement

DESCRIPTION:

An Arizona School Improvement Plan (ASIP) is not a report to ADE; rather, it is a dynamic and flexible guide to increasing student performance. These training sessions are designed to assist you in understanding and completing your ASIP. Trainers will guide you through the document page by page in an effort to answer all questions concerning data collection, goal setting, formatting, and completion of all required components of the school improvement plan. The trainings also include information that clearly outlines the similarities and differences between AZ LEARNS and No Child Left Behind.

OUTCOMES:

Participants will:

- Create effective goals
- Create an Action Plan for completing the ASIP
- Understand how to easily and efficiently format the ASIP document
- Recognize the differences between NCLB and AZ LEARNS
- Learn to conduct an effective needs assessment

Contact: Brian Putnam

Email: bputnam@ade.az.gov

GRANT RELATED PROGRAMS

Reading

Arizona Reading First K-3 Reading Academy

RF

INTENT: To familiarize Reading First principals and teachers with scientifically based reading research and how it translates into practice in the classroom.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

This workshop is available only to Reading First K-3 teachers, principals and district coordinators

DESCRIPTION:

This three-day workshop is designed to support assessment and instructional practices that are grounded in scientifically based reading research for Reading First teachers and principals.

OUTCOMES:

Participants will:

- Understand scientifically based reading research(SBRR) including the Big 5 Ideas of reading instruction
- Know Arizona's Reading Standard and its alignment with A.R.S. 15-704
- Understand how to translate SBRR to instructional practice and the design of instruction
- Examine instructional strategies for differentiating and scaffolding instruction guided by data –driven assessments

Contact: Connie Haberer
Email: chabere@ade.az.gov

Arizona K-3 Reading First Site-Based Coaches Training

RF

INTENT: To provide ongoing professional development to Reading First coaches that supports their coaching responsibilities.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Reading First Site-Based Coaches only

DESCRIPTION:

These monthly two-day trainings provide the knowledge and skills coaches need to effectively support reading teachers.

OUTCOMES:

Participants will:

- Examine effective coaching strategies to work successfully with all teachers
- Understand SBRR and SBRI
- Determine how to transfer the research into sound instructional practice in the classroom
- Create plan to provide meaningful professional development opportunities to the staff at their school to enhance student learning and achievement
- Support teachers in analyzing student data to make instructional decisions

Contact: Connie Haberer
Email: chabere@ade.az.gov

*"Education is like a mosaic.
There are often many seemingly
small and unique pieces that,
when put together, create a new
picture."*
Superintendent Tom Horne

GRANT RELATED PROGRAMS

Reading

Arizona K-3 Reading First Principals Training

RF

INTENT: To provide ongoing professional development to RF principals that supports the implementation of their RF site plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:
Reading First principals and coordinators

DESCRIPTION:

These trainings address what Reading First principals need to know and be able to do in order to lead a school in improving reading achievement.

OUTCOMES:

Participants will:

- Understand how to transfer the research into sound instructional practice in the classroom
- Create plan to provide meaningful professional development opportunities to their staff at their school to enhance student learning and achievement
- Understand how to transfer the research into sound instructional practice in the classroom
- Examine strategies for building capacity at their school site in analyzing student data to make instructional decisions

Contact: Connie Haberer

Email: chabere@ade.az.ogv

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."
Robert F. Kennedy

Reading First Assessment Coordinator Training

RF

INTENT: To support coordinators in their efforts to be effective and efficient at their school sites.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Reading First LEA and school-level assessment coordinators

DESCRIPTION:

Participants will receive site specific support in implementing a comprehensive assessment –to-instruction system within the Reading First Grant.

OUTCOMES:

Participants will :

- Recognize Reading First assessment systems
- Develop capacity for making the connection between assessment and instruction
- Model skills to guide teachers and staff in the effective implementation of their assessment plan

Contact: Connie Haberer

Email: chabere@ade.az.gov

21st Century After School Grants

21st Century Community Learning Centers Fall Training

BP

INTENT: To keep grantees in compliance with 21st CCLC related federal law and network with colleagues.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All awarded grantees from all funding cycles. Teams of at least two program staff should come from each site including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant. New grantees are required to have the site principal in attendance.

DESCRIPTION:

This two day workshop will focus on how to implement exciting and engaging 21st CCLC after school programs. Arizona veteran grantees will facilitate sessions and highlight best practice strategies used at their successful sites. This workshop will offer three different tracks for varying levels of experience: Principals/Program Managers, Experienced grantees, and New grantees. There will be working sessions for grant staff to kick off a new year of successful programming that will maximize achievement outcomes for students.

OUTCOMES:

Participants will:

- Identify best practices in after school programs
- Increase knowledge of grant management including knowledge of compliance issues with 21st CCLC Grant
- Re-evaluate current program design
- Analyze 21st CCLC program and determine how to improve services to students and their families

Contact: Cindy Trejo
Email: Ctrejo@ade.az.gov

21st Century Community Learning Centers Grant Application Training

BP

INTENT: To assist eligible entities in the 21st CCLC application process.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE/ ELIGIBLE ATTENDEES:

Entities eligible to apply for the 21st CCLC grant including Community Based Organizations, Faith Based Organizations, and any other public or private entity.

DESCRIPTION:

This training is intended to assist eligible agencies in the application process for 21st CCLC applications. Aspects to boost academic achievement in 21st CCLC program will be presented by ADE staff. State and federal requirements for the ensuing applications for funding will be presented. Participants will learn how to prepare competitive proposals, which include program plan, evaluation processes, professional development, sustainability and related budget issues.

OUTCOMES:

Participants will:

- Determine appropriate strategies for designing a successful 21st CCLC program
- Examine aspects of competitive 21st CCLC applications
- Recognize state and federal legal aspects for 21st CCLC

Contact: Cindy Trejo
Email: ctrejo@ade.az.gov

21st Century After School Grants

21st Century Community Learning Centers Networking Meetings

BP

<p>INTENT: To provide information and technical assistance by networking with other 21st Century Community Learning Centers.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: All awarded grantees from Cycle 1,2, 3, and 4. Teams of at least two program staff should come from each site including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant.</p>	<p>DESCRIPTION: Through a visit to a highly functional and outstanding 21st CCLC, learn how grantees manage their academic and enrichment program. Also learn how grantees can address state and federal compliance issues, including collecting and entering data for the Annual Performance Report. Resource materials requested in advance by participants will be available. Networking time is built in to share resources and information.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Examine successful elements of 21st CCLC grant management and implementation • Examine a variety of models of successful programming design in 21st CCLC • Identify local 21st CCLC program gaps and locate related resources • Prepare an Annual Performance Report that reflects success for Arizona students and families <p>Contact: Cindy Trejo Email: ctrejo@ade.az.gov</p>
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21st Century Community Learning Centers Vision Team

BP

<p>INTENT: Create council to engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: Application process is required for participation. Leaders from all awarded grantees from funding cycles are encouraged to participate. Leaders including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant. Community members will be added to the Vision Team during the 2005-2006 school year.</p>	<p>DESCRIPTION: The Arizona Department of Education has convened a Vision Team. This council will actively engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs(s). In addition, this advisory council will create a vision for Arizona regarding the future of 21st Century Community Learning Center Grant funding and programs.</p> <p>Team members will also assist in planning efforts that move the vision forward of giving each child in Arizona access to quality after school programs that keep children safe while inspiring them to learn.</p> <p>The vision team meets on a quarterly basis. There is an application process to participate. All 21st Century staff is welcome to participate.</p>	<p>OUTCOMES: Participants will:</p> <ul style="list-style-type: none"> • Recognize the advocacy efforts in Arizona for after school programs • Identify and strategize the direction of the Vision Team as it relates to the development of policies and procedures for 21st CCLC grants • Analyze and explore how to improve access to quality after school programs for all Arizona students and their families <p>Contact: Cindy Trejo Email: ctrejo@ade.az.gov</p>
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School Safety and Prevention Grants

Safe and Drug Free Schools (Title IV) Application and Report Training

SSP

INTENT: To provide information and technical assistance on the 2006-2007 Title IV application and the Safe Drug Free Schools report.	DESCRIPTION: This training will provide the Safe and Drug Free Schools coordinator with an overview of the new school year's application and reporting requirements for the current school year.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Explore 2006-2007 Title IV application• Design an approvable application• Evaluate their 2005-2006 Safe and Drug Free Schools Report Contact: Renae Rosales Email: rrosale@ade.az.gov
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4		
AUDIENCE /ELIGIBLE ATTENDEES: Open to Title IV Prevention Coordinators		

Mathematics and Science Partnership Grants

Mathematics and Science Partnership Grant Application Workshop

SBTL

INTENT: To become familiar with the MSP grant application process.	DESCRIPTION: This workshop will be an information session for potential grantees to learn the basic guidelines and the intent of the MSP funding.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Know and understand the grant guidelines, timelines, and the intent of the MSP funding Contact: Connie Haberer Email: chabere@ade.az.gov
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3		
AUDIENCE /ELIGIBLE ATTENDEES: Entities eligible to apply for the Mathematics and Science Partnership Grant		

Mathematics and Science Partnership Grant Technical Assistance Workshop

SBTL

INTENT: To provide assistance with grant management, evaluation measures, and networking with colleagues.	DESCRIPTION: This workshop will provide training to all funded project participants on the Reformed Teaching Observation Protocol and Teacher Content Measures. Grant management issues will be discussed and time will be spent building a network for communication and collaboration among projects.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Increase knowledge of grant management• Understand how to use/apply the Reformed Teaching Observation Protocol and other pertinent Teacher Content Measures• Communicate and collaborate with colleagues Contact: Connie Haberer Email: chabere@ade.az.gov
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3		
AUDIENCE /ELIGIBLE ATTENDEES: All newly awarded grantees		

Educational Technology Grants

Enhancing Education Through Technology Discretionary Grant Application Training

BP

INTENT:To deepen understanding of the application process and to identify qualification criteria to apply for a Title IID discretionary grant.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Entities that meet the poverty eligibility criterion of Title IID. Those who should attend:

1. District/Charter Technology Coordinators
2. Grant Writers
3. District/Charter Administration

DESCRIPTION:

Participants will be introduced to the goals of the program and learn how the Ed Tech IID funds are distributed. The workshop will inform them of the size of awards, proposal deadlines, and eligible expenditures allowed under this competition. The workshop will introduce them to the forms and documents that comprise a complete proposal package and where to locate them. Participants will also be informed of guidelines for compliance including equitable participation with non-public schools and an in-depth description of eligible partnerships and consortia. In addition, they will understand the importance of the grant accountability requirements for the entire project, which includes data collection for teachers and students.

OUTCOMES:

Participants will:

- Learn goals of the Ed Tech Program
- Identify eligible LEAs, allowable expenditures, and services
- Be familiar with accountability requirements to be addressed in the proposal, closing deadline, required documents and forms for a complete proposal package

Contact: Chris Castillo
Email: ccastil@ade.az.gov

Ed Tech Discretionary Grant Proposal Review Training

BP

INTENT:To deepen understanding of proposal evaluation process and how to utilize the scoring rubric.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Educators statewide that have volunteered to review Ed Tech grants and that have experience in Educational Technology

DESCRIPTION:

Participants receive training on how to evaluate the Ed Tech Discretionary proposals using the rubric and evaluation score sheets provided. The requirements of the project will be reviewed as well as hands-on use of the forms and process. Time is allowed for reviewers to practice scoring various part of the grant application.

OUTCOMES:

Participants will:

- Learn how to score the proposals using the electronic scoring sheets and rubric
- Identify program goals and objectives to ensure compliance and alignment of proposals
- Work in teams of three to evaluate and rank proposals

Contact: Cathy Poplin
Email: cpoplin@ade.az.gov

<p>INTENT: To deepen the understanding for successful implementation of discretionary projects.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES:</p> <p>Discretionary Sub-grantee project directors and business managers</p>	<p>DESCRIPTION:</p> <p>This is a required full-day workshop for all Title IID Sub-grantees. Participants will receive training on the expectations of a successful grant. They will rotate through four sessions: Professional Development, Grants Management, Evaluation & Assessment, and Support from the Statewide Instructional Technology Project. They will learn the definition of <i>high quality professional development</i> and be given various resources (through IDEAL/ASSET) to help them. Participants will discover the state and federal fiscal management system, report requirements, and maintenance of records for their funded projects. They will review the project evaluation matrix, receive tips on data collection for evaluations, and be encouraged to make modifications as needed. They will also meet the external evaluator who will be making a site visit. Further, participants will meet the Technology Integration Specialists from their county region for technology integration support and technical assistance on grant implementation during the year.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Learn official definition of high quality professional development and determine if proposed project activities align to the definition• Learn where to find and how to use fiscal management and report requirement tools and applications.• Build relationships with the Technology Integration Specialist(s) who will provide technology integration support and provide technical assistance to projects• Review the grant evaluation requirements and identify the types of data needed to be collected for evaluation reports <p>Contact: Cathy Poplin Email: cpoplin@ade.az.gov</p>
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“Simply integrating technology into the curriculum will not by itself improve academic performance. The need for thoughtful and appropriate selection of how and where technology should be integrated is essential.”
Dr. Sylvia Charp

Statewide E-Rate Training Workshops

BP

<p>INTENT:To deepen understanding of the E-Rate program, which is a federal discount program on telecommunication services for all schools, and to discover the requirements and deadlines that must be met.</p> <p>CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3</p> <p>AUDIENCE /ELIGIBLE ATTENDEES: District and Charter technology directors or the person(s) that file(s) the E-Rate forms each year</p>	<p>DESCRIPTION:</p> <p>Participants will learn how to obtain telecommunication discounts from the E-Rate Program for their schools. Full day sessions will be held at numerous locations statewide. An hour session for beginners will be followed by an intense four hour training to reinforce the rules and regulations that guide the program and to address any changes made to the program. In the afternoon, one-on-one assistance is provided to LEAs on problem resolution or in the development of their technology plans. The E-Rate Program provides an average of \$65 million dollars in telecommunication discounts to AZ schools.</p>	<p>OUTCOMES:</p> <p>Participants will:</p> <ul style="list-style-type: none">• Learn the step-by-step process for successfully filing for E-Rate• Become familiar with the various forms and important deadlines to meet for filing for E-Rate reimbursement funds• Identify the resources that can help manage the program documents and files• Learn how to determine discounts and which services and products quality for the program <p>Contact: Chris Castillo Email: ccastil@ade.az.gov</p>
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Additional Opportunities- Character Education

Parent Summit

CE

INTENT: To inform parents about topics that are related to their children's character and decision-making.	DESCRIPTION: Experts will discuss substance abuse, bullying, positive differences, parenting for character, and humane education.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Comprehend information about critical topics relating to character development and decision making.• Be provided handouts with recommendations and tips for character development through parenting
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4		
AUDIENCE /ELIGIBLE ATTENDEES: Parents, youth stakeholders		Contact: Joan Bartz Email: jbartz@ade.az.gov

Character Development Seminar, Training-of-Trainers Institute

CE

INTENT: Provide character education concepts and the six pillars of character.	DESCRIPTION: This course provides strategies and materials for educators, parents and others, so that they can build strong character in youth.	OUTCOMES: Participants will: <ul style="list-style-type: none">• Learn theory and concepts of character development• Learn about the "six pillars" of character• Receive training to teach others about character development• Learn how to implement character education into curricula, climate and culture• Receive hands-on training regarding character education and the tools/materials to incorporate into the community and school
CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4		
AUDIENCE /ELIGIBLE ATTENDEES: Educators, administrators, youth stakeholders		Contact: Joan Bartz Email: jbartz@ade.az.gov

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and contents of those traits."

William J. Bennett

ARIZONA DEPARTMENT OF EDUCATION RESOURCES:

IDEAL:

<https://www.ideal.azed.gov/cas/>

The Standards and Rubrics for School Improvement:

<http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

The Resource Guide for the Standards and Rubric for School Improvement:

<http://www.schoolsmovingup.net/cs/az/print/htdocs/az/home.htm>

Arizona Department of Education Home Page:

<http://www.ade.az.gov/>

Arizona Department of
Education

School Effectiveness Division
1535 West Jefferson
Bin #10
Phoenix, AZ, 85007

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E-mail: OTkatch@ade.az.gov



Program Mission:

To Support K-12 schools in increasing student academic performance by fostering information sharing, strong leadership, professional development, and technical assistance delivery that builds upon Arizona's framework for excellence in public education.

<http://www.ade.az.gov/schooleffectiveness/>